

# Exploring the Impact of Teacher Leadership on Academic Achievement and Personal Development: A Study of Secondary School Students in Chennai

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## ABSTRACT

This study investigates the influence of teacher leadership traits on student success, specifically focusing on academic achievement, motivation, and self-esteem. The primary objective is to understand the relationship between educators' leadership qualities and the personal and academic development of students. Utilizing a correlational research design, data were collected from 400 participants, comprising 100 students and 40 teachers from secondary schools in Chennai. The research employed questionnaires and self-assessment tools to measure teacher leadership traits alongside student outcomes. Key leadership traits analyzed include problem-solving skills, communication, creativity, and self-management, with a focus on their impact on student performance. Findings indicate that 58% of teachers exhibited high levels of leadership abilities, revealing a significant positive correlation between teacher leadership traits and student motivation and self-esteem. Students instructed by teachers with strong leadership skills demonstrated higher academic achievement and better self-assessment scores compared to those taught by teachers with lower leadership capabilities. The study underscores the importance of fostering leadership qualities in educators as a strategy for enhancing student success. The implications for educational practice are substantial, suggesting that teacher training programs should prioritize leadership development to improve student outcomes. The study concludes by recommending future research avenues, such as longitudinal studies and investigations in diverse educational contexts, to further explore the long-term and contextual effects of teacher leadership on student success.

**Keywords:** *Teacher Leadership, Academic Achievement, Student Motivation, Self-Esteem, Secondary Education, Leadership Traits, Problem-Solving Skills, Communication Skills, Creativity, Educational Practice, Student Outcomes*

## 1. Introduction

The relationship between teacher leadership traits and student success has become increasingly significant in contemporary education. As the role of teachers evolves from traditional knowledge transmitters to facilitators of student development, understanding the impact of teacher leadership qualities on student outcomes has become crucial. This study examines the correlation between teacher leadership traits and student success,

focusing on how specific leadership qualities influence student motivation, self-esteem, and academic achievement. The research addresses a critical gap in understanding the direct relationship between teacher leadership characteristics and measurable student outcomes in both academic and personal development domains.

In the contemporary educational landscape, the role of teachers has evolved significantly from that of mere knowledge transmitters to facilitators of student success. This shift reflects a broader understanding of education as a process that not only imparts information but also fosters the personal and social development of students (Adamsky, 2005). As educational systems adapt to meet the demands of a rapidly changing society, the qualities that define effective teaching are increasingly recognized as crucial determinants of student achievement.

Research has shown that teacher leadership traits—such as communication skills, emotional intelligence, and the ability to inspire—play a vital role in shaping students' academic and social outcomes (Samokhiet al., 2016; Lebid & Shevchenko, 2020). These traits not only enhance the learning experience but also contribute to students' self-esteem and motivation, which are essential for their overall success (Martnez et al., 2019). For instance, studies indicate that classrooms led by teachers with strong leadership qualities yield higher levels of student engagement and achievement compared to those with less effective leaders (Rokhmani et al., 2019).

Furthermore, the development of a supportive educational environment is influenced by the personal characteristics of teachers, as they serve as role models for their students (Kamalova & Mukhitdinova, 2019). The ability of teachers to create a positive atmosphere encourages students to take initiative in their learning and fosters resilience in facing challenges (Vazieva & Galiakberova, 2019). As such, understanding the specific leadership traits that contribute to successful teaching becomes imperative for educational institutions aiming to enhance student outcomes.

This study aims to explore the correlation between teacher leadership traits and student success, focusing on how these traits influence students' academic performance and their self-perception regarding future achievements. By examining this relationship, the research seeks to provide insights into how cultivating leadership qualities in educators can lead to improved educational experiences for students.

### **1.1. Context**

In the contemporary educational landscape, the role of teachers has undergone a significant transformation, evolving from that of mere knowledge transmitters to facilitators of student success. This shift reflects a broader understanding of education as a holistic process that not only imparts information but also nurtures the personal and social development of students (Adamsky, 2005). Traditionally, teachers were viewed as the primary source of knowledge, with students acting as passive recipients. However, as educational paradigms have shifted, teachers are now recognized as essential agents in shaping students' character and fostering their critical thinking skills (Abraeva & Povoroznyuk, 2015).

Research indicates that effective teaching is increasingly defined by the ability to inspire and motivate students, rather than simply delivering content (Samokhiet al., 2016). Teacher leadership traits—such as emotional intelligence, communication skills, and the capacity to engage students—are vital in creating an environment conducive to learning and personal growth (Lebid & Shevchenko, 2020). These traits not only enhance academic performance but also contribute significantly to students' self-esteem and motivation (Martnez et al., 2019).

Moreover, the modern classroom requires teachers to adopt a more collaborative approach, encouraging students to take ownership of their learning. This shift necessitates a focus on developing supportive educational environments where teachers serve as role models and mentors (Kamalova & Mukhitdinova, 2019). As a result, understanding the specific leadership qualities that contribute to effective teaching has become imperative for educational institutions aiming to improve student outcomes. By fostering these qualities in educators, schools can better equip students for success in an increasingly complex and competitive world (Rokhmani et al., 2019; Vazieva & Galiakberova, 2019).

### **1.2. The Evolving Role of Teachers in Education**

The current educational landscape is undergoing a profound transformation, driven by a revolution in teaching methodologies, technological advancements, and shifting societal expectations. This evolution necessitates a reevaluation of the roles and responsibilities of educators, as well as the criteria for measuring educational success. Traditionally, teachers were viewed as the primary custodians of knowledge, responsible for transmitting information to passive students. However, contemporary education emphasizes the teacher's role as a facilitator of learning and personal development, highlighting the need for educators to cultivate a range of leadership qualities (Adamsky, 2005).

In the 20th century, educational achievement was often equated with high grades and mastery of content. However, recent research has highlighted the limitations of this approach. For instance, Abraeva and Povoroznyuk (2015) argue that possessing extensive knowledge does not guarantee success in various life domains, including career and personal relationships. They emphasize that effective education must encompass not only academic skills but also emotional intelligence and social competencies. Samokhiet al.

(2016) further support this notion by defining success in academic discipline growth as a combination of instructional effectiveness, quality of knowledge acquired by students, and their emotional well-being.

The increasing volume of information available today presents additional challenges for educators. Lebid and Shevchenko (2020) note that the overwhelming amount of data complicates students' ability to generalize and analyze effectively. They argue that traditional methods focused on rote memorization fail to cultivate critical thinking skills necessary for navigating an ever-changing job market. Instead, educational systems must prioritize personal efficiency and intrinsic motivation to foster competent, creative thinkers.

To achieve holistic student development, educators must focus on nurturing all aspects of a student's personality—physical, intellectual, emotional, social, and psychological (Martnez et al., 2019). A young person who can manage their emotions effectively is better equipped to advocate for their interests and navigate life's challenges successfully. This underscores the importance of enhancing the prestige and effectiveness of teachers as leaders who model these qualities for their students. Recent studies have shown that an uncomfortable educational environment negatively impacts learning effectiveness and socialization outcomes (Rokhmani et al., 2019). The psychological characteristics of teachers significantly influence the comfort level within educational settings. Teachers who can engage students with captivating subject matter and inspire them to strive for excellence create an environment conducive to learning.

The contemporary educator's role extends beyond mere knowledge transmission; they are expected to foster personal growth in their students. This shift necessitates institutional changes that promote collaborative relationships among all participants in the educational process (Rokhmani et al., 2019). Orlando (2013) identifies key traits that contribute to student success: respect for students, fostering a sense of belonging, high expectations for performance, passion for the subject matter, leadership skills, and professionalism. Moreover, the modern scientific community recognizes that a knowledgeable educator is paramount in creating an educational environment tailored to each student's unique needs (Velikhanova, 2015). Teacher-leaders are expected not only to possess organizational skills but also to inspire creativity and self-development among students. This expectation is echoed globally as educators strive to cultivate future leaders.

The initial impression a teacher makes can significantly influence student interactions throughout the learning process (Velikhanova, 2015). Effective educators exhibit qualities such as spirituality, morality, communication skills, conflict resolution abilities, optimism, and generosity—traits essential for fostering positive relationships with students. Kamalova and Mukhitdinova (2019) assert that a contemporary educator's primary responsibility is not merely to impart knowledge but to instill a motivation for independent learning in students. Exceptional educators maximize student potential through skillful guidance and support. Furthermore, research indicates that teachers' personalities play a vital role in developing socially significant qualities in students. Navickiene et al. (2019) explore how communication dynamics within educational settings impact student development. A teacher's ability to facilitate effective communication fosters an environment where students can thrive personally and academically. According to Dressinger and Vdovinskiene (2020), effective teachers connect theoretical concepts with practical applications while engaging students through interactive teaching methods. They create an inclusive atmosphere conducive to feedback and open communication.

### **1.3. Importance of Leadership Traits**

The concept of teacher leadership traits has gained significant attention in educational research due to its critical role in shaping students' academic and social outcomes. Teacher leadership traits encompass a range of qualities, including emotional intelligence, communication skills, and the ability to inspire and motivate students (Samokhiet al., 2016). These traits are essential for creating a supportive and engaging learning environment that fosters student development. Research indicates that teachers who exhibit strong leadership qualities not only enhance the learning experience but also contribute positively to students' self-esteem and motivation, which are vital for their overall success (Lebid & Shevchenko, 2020).

Effective teacher leadership is linked to improved student engagement and achievement, as teachers who can connect with their students on a personal level are more likely to encourage them to take ownership of their learning (Martnez et al., 2019). Furthermore, the ability of teachers to create a positive classroom atmosphere significantly influences students' social interactions and emotional well-being (Kamalova & Mukhitdinova, 2019). In this context, understanding and developing these leadership traits in educators becomes imperative for educational institutions aiming to enhance student outcomes. By prioritizing the cultivation of teacher leadership qualities, schools can better equip students to navigate the complexities of modern society and achieve their full potential.

### **1.4. Statement of the Problem**

In contemporary educational environments, the role of teachers has evolved beyond traditional instructional duties to include leadership within classrooms and schools. Teacher leadership traits—such as effective communication, collaboration, and decision-making—are increasingly recognized as critical factors that influence both student learning and overall school performance. However, there remains a gap in understanding the direct impact of teacher leadership traits on student success, particularly in correlating

specific leadership behaviors with measurable academic outcomes. Existing research often focuses on broader leadership roles within school administration but lacks a concentrated focus on the teacher-student dynamic and how teacher leadership can directly enhance student performance. This study seeks to explore the correlation between teacher leadership traits and student success, aiming to provide empirical evidence that may guide educational policies, professional development, and leadership training programs to enhance student outcomes.

According to Gutierrez (2020), a teacher who exhibits leadership is characterized by a combination of authoritative traits and a high level of professional competence. This includes not only formal credentials and education but also substantial job experience, subject matter expertise, leadership, and management skills. Such a teacher is highly approachable and student-centered, possessing the ability to inspire and engage students while maintaining a strong belief in the potential of younger generations. In addition to being deeply involved in research and continuous self-education, they enhance their skills, particularly in emerging technologies, thereby staying relevant in the evolving educational landscape. The hallmark of a leadership educator's personality is a combination of positive qualities such as adaptability, resilience, versatility, and a sense of humor. Furthermore, they display a high degree of spirituality, serving as role models for students and fostering a learning environment that encourages intellectual curiosity. However, the effectiveness of a teacher cannot be determined by a single characteristic; rather, it is the cumulative result of various experiences and attributes.

Many scholars agree that an effective educator must possess several key traits to shape students into successful individuals. These include the ability to quickly adapt to new forms of interaction, mental agility, a unique and individualized approach, and creativity (Gabelia, 2016; Navickiene et al., 2019). However, past educational models, characterized by an authoritarian style, often failed to adequately prepare students for real-world challenges, as academic success alone is not always a reliable predictor of success in social contexts. Modern educational institutions should prioritize the development of knowledgeable, successful, and socially engaged individuals. In this context, a teacher who has developed leadership skills is best suited to meet the demands of continually evolving educational standards (Roslyakova, 2015). Therefore, it is essential to conduct a more comprehensive analysis of the role that teacher leadership qualities play in improving students' academic performance and overall development.

### 1.5. Research Gap

Despite the growing recognition of the importance of teacher leadership traits in influencing student success, there remains a notable lack of empirical studies that specifically link these traits to measurable academic and social outcomes. While existing literature highlights the general benefits of effective teaching and leadership in education, few studies have systematically examined which specific leadership qualities are most impactful on student achievement (Samokhiet al., 2016). This gap is particularly concerning given the increasing emphasis on developing well-rounded individuals who are not only academically proficient but also socially adept and emotionally resilient. Moreover, previous research often focuses on broad characteristics of effective teaching without delving into the nuanced leadership traits that can drive student motivation and self-esteem (Lebid & Shevchenko, 2020). For instance, while studies have established a correlation between teacher engagement and student performance, they frequently overlook how specific leadership attributes—such as emotional intelligence, communication skills, and the ability to inspire—directly affect students' academic success and personal development (Martnez et al., 2019).

As educational systems continue to evolve in response to modern societal demands, it is imperative to conduct more targeted research that explores these specific leadership traits. Understanding the direct relationship between teacher leadership qualities and student outcomes will provide valuable insights for educational institutions aiming to enhance teaching practices and foster environments conducive to student success.

### 1.6. Research Questions

To explore the relationship between teacher leadership traits and student success, this study will address the following primary research questions:

1. What specific leadership traits do teachers possess that significantly correlate with the academic achievement of their students?
2. How do teacher leadership traits impact students' self-esteem and motivation for success?
3. In what ways do different teaching styles associated with leadership traits affect student engagement and participation in the classroom?
4. What is the relationship between teacher leadership development programs and improvements in student outcomes?
5. How do contextual factors (e.g., school environment, community support) interact with teacher leadership traits to influence student success?

## 2. Literature Review



## 2.1. Teacher Leadership

The concept of teacher leadership has garnered significant attention in educational research, particularly regarding its impact on student motivation and self-esteem. Effective teacher leadership is characterized by specific traits that enable educators to inspire and engage students, fostering an environment conducive to academic and social success. Research indicates that teachers who exhibit strong leadership qualities, such as emotional intelligence, communication skills, and the ability to motivate, play a crucial role in shaping students' academic performance and personal development (Samokhiet al., 2016; Lebid & Shevchenko, 2020).

Teachers who possess high levels of emotional intelligence are better equipped to understand and respond to their students' needs, creating a supportive classroom atmosphere that enhances student engagement (Martnez et al., 2019). This emotional connection not only boosts students' motivation but also contributes significantly to their self-esteem. For instance, Kamalova and Mukhitdinova (2019) emphasize that effective teacher leadership leads to greater student autonomy and independence, encouraging learners to take charge of their educational journeys.

Moreover, the leadership style adopted by teachers can significantly influence the dynamics within the classroom. Research by Rokhmani et al. (2019) suggests that collaborative and inclusive leadership approaches foster a sense of belonging among students, which is essential for their social development. In contrast, authoritarian leadership styles may lead to increased anxiety and decreased motivation among students, ultimately hindering their academic success (Vazieva & Galiakberova, 2019).

Furthermore, the personal characteristics of teachers—such as respect for students, high expectations for their achievements, and genuine care for their well-being—are critical components of effective teacher leadership (Orlando, 2013). These traits not only enhance the learning experience but also empower students to pursue their goals with confidence. As highlighted by Gutierrez (2020), a teacher who embodies these qualities acts as a role model for students, inspiring them to develop similar traits in their own lives.

The role of teacher leadership has emerged as a pivotal factor in shaping students' academic and social outcomes. Effective teacher leadership encompasses a variety of traits that enable educators to inspire, motivate, and engage their students in meaningful ways. Research indicates that teachers who demonstrate strong leadership qualities—such as emotional intelligence, effective communication, and the ability to foster a positive classroom environment—significantly influence student motivation and self-esteem (Samokhiet al., 2016; Lebid & Shevchenko, 2020).

One key aspect of effective teacher leadership is emotional intelligence, which allows educators to connect with their students on a personal level. This connection fosters a supportive atmosphere that enhances student engagement and encourages risk-taking in learning (Martnez et al., 2019). For instance, Kamalova and Mukhitdinova (2019) highlight that teachers who can inspire autonomy and self-directed learning contribute to higher levels of student motivation and achievement.

The teaching style adopted by educators also plays a crucial role in shaping classroom dynamics. Research by Rokhmani et al. (2019) suggests that collaborative leadership approaches create an inclusive environment where students feel valued and empowered to participate actively in their learning. Conversely, authoritarian teaching styles can lead to increased anxiety among students, negatively impacting their motivation and overall academic performance (Vazieva & Galiakberova, 2019).

Furthermore, the personal characteristics of teachers—such as respect for students, high expectations for their achievements, and genuine care for their well-being—are essential components of effective teacher leadership (Orlando, 2013). These traits not only enhance the learning experience but also empower students to pursue their goals with confidence. As Gutierrez (2020) emphasizes, teachers who embody these qualities serve as role models for students, inspiring them to develop similar traits in their own lives.

## 2.2. Educational Environment

A supportive educational environment, significantly influenced by teacher characteristics, plays a crucial role in shaping student outcomes. Research has demonstrated that the personal qualities and leadership traits of teachers can create an atmosphere that fosters academic achievement and social development. For instance, teachers who exhibit emotional intelligence and effective communication skills are better equipped to connect with their students, thereby enhancing student engagement and motivation (Samokhiet al., 2016; Lebid & Shevchenko, 2020). The importance of a positive educational environment is underscored by findings that indicate students thrive in settings where teachers inspire confidence and foster a sense of belonging (Martnez et al., 2019). A nurturing classroom atmosphere encourages students to take risks in their learning, which is essential for developing critical thinking and problem-solving skills. Kamalova and Mukhitdinova (2019) emphasize that when teachers motivate students to pursue self-directed learning, it leads to higher levels of academic success and personal growth. Moreover, the characteristics of teachers—such as their ability to create a comfortable and inclusive classroom—directly impact students' emotional well-being and self-esteem (Rokhmani et al., 2019). Research shows that classrooms where teachers demonstrate strong leadership qualities yield higher levels of student engagement and achievement compared to those with less effective leaders (Vazieva & Galiakberova, 2019). This

correlation highlights the necessity for educational institutions to prioritize the development of teacher leadership traits to cultivate environments conducive to student success.

### 2.3. Correlation Studies

Numerous studies have established correlations between teacher leadership traits and various aspects of student success, highlighting the critical role that effective teaching plays in enhancing educational outcomes. For instance, research by Samokhiet al. (2016) indicates a direct link between the leadership abilities of teachers and the academic discipline growth of students. This study emphasizes that teachers who exhibit strong leadership qualities not only improve the quality of instruction but also positively influence students' emotional states, which are essential for learning.

In addition, Lebid and Shevchenko (2020) found that the effectiveness of educational practices is significantly enhanced when teachers adopt leadership roles that foster student engagement. Their research suggests that teacher leadership traits, such as the ability to motivate and inspire students, correlate with improved academic performance and greater student satisfaction in the learning process.

Martnez et al. (2019) further support these findings by demonstrating that a positive educational environment, shaped by teacher characteristics, directly impacts student outcomes. Their study highlights how teachers who create a supportive atmosphere can lead to higher levels of student motivation and self-esteem, which are crucial for academic success.

Moreover, Rokhmani et al. (2019) emphasize the importance of collaborative leadership in education. Their research indicates that classrooms led by teachers with strong collaborative skills experience higher levels of student engagement and achievement compared to those with less effective leaders. This correlation underscores the need for educational systems to prioritize the development of teacher leadership qualities to enhance overall student success.

Vazieva and Galiakberova (2019) also contribute to this discourse by examining the relationship between teacher authority and student engagement. Their findings reveal that teachers who possess strong leadership skills foster better interactions among students, leading to increased motivation and improved academic performance.

### 2.4. Challenges Faced by Teachers in Developing Leadership Qualities

Teachers encounter several challenges in developing their leadership qualities, which can impact their effectiveness in fostering student success. One significant challenge is the existing educational framework, which often prioritizes traditional teaching methods over innovative leadership practices. Many teachers are accustomed to a system that emphasizes rote learning and information transmission, limiting their ability to adopt a more facilitative and dynamic leadership style (Adamsky, 2005). This reliance on outdated pedagogical approaches can hinder teachers' efforts to develop the necessary skills to inspire and motivate students effectively.

Another challenge is the lack of professional development opportunities focused on leadership training. While many educational institutions offer workshops and seminars on instructional strategies, fewer programs specifically address the development of leadership traits among teachers (Samokhiet al., 2016). This gap in professional development can leave educators ill-equipped to navigate the complexities of modern classrooms, where strong leadership is essential for fostering student engagement and success.

Additionally, teachers often face time constraints and heavy workloads that limit their ability to focus on personal growth and leadership development. The demands of lesson planning, grading, and administrative responsibilities can leave little room for self-reflection or participation in leadership training programs (Kamalova & Mukhitdinova, 2019). As a result, teachers may struggle to find the time and resources necessary to enhance their leadership skills.

Moreover, the school culture can also pose challenges. In environments where authoritarian leadership styles prevail, teachers may feel discouraged from taking initiative or experimenting with new approaches (Vazieva & Galiakberova, 2019). A lack of support from administration or colleagues can further exacerbate feelings of isolation and hinder collaborative efforts to develop effective leadership practices.

Finally, the emotional toll of teaching can impact a teacher's ability to cultivate their leadership qualities. Stress and burnout are common issues within the profession, which can diminish motivation and energy levels necessary for personal development (Martnez et al., 2019). Teachers who are overwhelmed by their responsibilities may find it challenging to engage in activities that promote their growth as leaders.

### 2.5. Essential Personal Qualities for Teacher Leadership

To develop strong leadership skills, teachers must cultivate a range of personal qualities that enhance their effectiveness in the classroom and beyond. These qualities not only contribute to their ability to lead but also significantly impact student success and engagement.

**Emotional Intelligence:** Teachers with high emotional intelligence can understand and manage their own emotions while empathizing with their students. This capability allows them to create a supportive classroom environment where students feel valued and understood, which fosters motivation and self-esteem (Samokhiet al., 2016).

**Communication Skills:** Effective communication is crucial for teacher leadership. Teachers must convey ideas clearly, listen actively to students, and facilitate discussions that encourage student participation. Strong communicators can build rapport with students, making them more likely to engage in the learning process (Martnez et al., 2019).

**Adaptability:** The ability to adapt to changing circumstances and diverse student needs is essential for teachers. Flexible educators can modify their teaching strategies to suit different learning styles and respond effectively to unexpected challenges in the classroom (Kamalova & Mukhitdinova, 2019).

**Motivational Skills:** Teachers who can inspire and motivate their students are more likely to foster a positive learning environment. By setting high expectations and encouraging students to strive for excellence, teachers can enhance student engagement and academic performance (Vazieva & Galiakberova, 2019).

**Resilience:** Teaching can be a challenging profession, often accompanied by stress and setbacks. Resilient teachers can maintain a positive attitude, overcome obstacles, and model perseverance for their students, helping them develop similar qualities (Rokhmani et al., 2019).

**Visionary Thinking:** Effective teacher leaders possess a clear vision for their classroom and the broader educational goals they aim to achieve. This forward-thinking approach enables them to set meaningful objectives and inspire students to pursue their own goals (Gutierrez, 2020).

**Collaborative Spirit:** The ability to work collaboratively with colleagues, parents, and the community is vital for teacher leaders. By fostering teamwork and sharing best practices, teachers can enhance their own leadership skills while contributing to a supportive educational environment (Orlando, 2013).

**Integrity:** Trustworthiness and ethical behavior are fundamental qualities for teacher leaders. When teachers act with integrity, they build trust with their students, which is essential for creating a safe and respectful learning environment (Belova, 2015).

**Passion for Learning:** A genuine passion for education and lifelong learning inspires both teachers and students. When teachers demonstrate enthusiasm for their subject matter, it encourages students to develop a love for learning as well (Dressinger & Vdovinskiene, 2020).

**Reflective Practice:** Strong teacher leaders engage in reflective practice, continually assessing their teaching methods and seeking opportunities for improvement. This self-awareness enables them to grow professionally and adapt their leadership approach based on feedback (Sabol et al., 2020).

### 3. Methodology

The study employed a mixed-methods approach to examine the relationship between teacher leadership traits and student success. The research sample consisted of 400 participants drawn from educational institutions in Chennai, comprising 100 students from grades 9-11 enrolled in both state budget educational institutions and well-reputed schools, along with 40 teachers from secondary schools. This diverse sampling strategy ensured representation from various educational settings.

To collect data, the study utilized multiple research instruments. The primary assessment tools included A. A. Rean's questionnaire "Motivation for Success – Fear of Failure," which measured students' motivational orientations and their approach to academic challenges. The Demo-Self-Assessment Rubinstein Test was administered to evaluate students' self-perception and personal development indicators. Additionally, a comprehensive assessment of teacher leadership qualities was conducted across multiple dimensions, including professionalism, communication skills, persuasive abilities, intellectual development, organizational capabilities, decisiveness, initiative, and sense of responsibility.

The data analysis phase employed several statistical methods to ensure robust findings. The researchers conducted statistical analysis using the Spearman correlation coefficient to determine the relationship between teacher leadership traits and student outcomes, with significance tested at the 0.05 level. A detailed comparative analysis examined the relationship between teacher leadership growth and student achievement, particularly focusing on how different levels of teacher leadership correlated with student motivation and self-esteem. The assessment of leadership qualities was systematically categorized into high, average, and low levels, examining various traits such as sincerity (where 20% showed high levels, 45% average, and 35% low), self-management skills (65% high, 30% moderate, 5% low), awareness of purpose (60% strong, 26%

average, 15% low), problem-solving abilities (73% high, 16% average, 11% low), creative approach (38% high, 43% average, 19% low), influence on others (60% strong, 35% moderate, 6% minimal), knowledge of organizational work (65% comprehensive, 25% average, 10% low), organizational skills (76% strong, 12% moderate, 12% low), and ability to work with groups (64% excellent, 21% average, 15% low).

#### 3.1. Research Design

This study employed a correlational research design to explore the relationship between teacher leadership traits and student success. The correlational approach was selected because it allows for the examination of the degree to which two variables, in this case, teacher leadership traits and student outcomes, are related. This design facilitated the measurement of existing relationships without manipulating any variables, making it suitable for the natural classroom environment.

### 3.2. Participants

The study included 400 participants, consisting of 100 students from grades 9 to 11 and 40 teachers from secondary schools in Chennai. The participants were selected through stratified random sampling to ensure a diverse representation from various educational institutions, including both state budget schools and reputed private schools. The students were evenly distributed across different grade levels, and the teachers were selected based on their years of experience and their roles as classroom leaders.

### 3.3. Data Collection Instruments

Two primary instruments were used for data collection:

**Teacher Leadership Traits Questionnaire:**

This questionnaire was adapted from Salimullina's (2017) research, focusing on key leadership traits such as problem-solving, creativity, communication, self-management, organizational skills, and the ability to influence others. Teachers were asked to self-assess their leadership abilities across multiple dimensions using a Likert scale ranging from 1 (low) to 5 (high).

### Student Motivation and Self-Esteem Scales:

To measure student outcomes, the study used the Motivation for Success – Fear of Failure questionnaire (Rean, 2017) and the Demo-Self-Assessment Rubinstein's Test (Gladkaya & Gutnik, 2016). These instruments evaluated students' motivation levels, self-esteem, and their perceptions of academic achievement.

### 3.4. Procedure

The study was conducted in three phases:

**Pilot Study:** A pilot test was first conducted to validate the questionnaires with a small group of 10 teachers and 20 students. The purpose was to ensure the reliability and clarity of the questions and scales used. Based on the feedback, minor adjustments were made to the wording of certain questions to improve comprehension.

**Main Data Collection:** The questionnaires were distributed to the selected participants in both printed and digital formats. Teachers completed the leadership traits questionnaire, while students completed the motivation and self-esteem assessments. The data collection took place over a two-week period, with the assistance of school administration to ensure a smooth process.

**Data Analysis:** The collected data were coded and entered into statistical software for analysis.

**Descriptive statistics** were used to summarize the levels of teacher leadership traits (high, average, low), and **Pearson correlation coefficients** were calculated to explore the relationships between teacher leadership traits and student motivation/self-esteem. Comparative analyses were also conducted to determine differences in student outcomes based on the levels of teacher leadership traits.

### 3.5. Ethical Considerations

The study adhered to ethical guidelines for research involving human participants. Informed consent was obtained from both teachers and students before participation. The anonymity of participants was ensured, and all data were kept confidential. Participants were informed about their right to withdraw from the study at any stage.

### 3.6. Limitations

The sample size, though representative of the population, was limited to schools in Chennai, which may restrict the generalizability of the findings to other regions. Additionally, the study relied on self-assessment instruments, which may introduce a degree of subjectivity in the responses. Future research could benefit from incorporating more objective measures of teacher leadership and student outcomes.

## 4. Findings

The study involved 400 participants, including 100 students from grades 9 to 11 who attended state budget educational institutions and well-reputed schools, as well as 40 teachers from secondary schools in Chennai. Based on empirical research conducted by Salimullina (2017), the most critical characteristics of a teacher-leader were identified as professionalism, effective communication skills, persuasive abilities, intellectual development, organizational capabilities, decisiveness, initiative, and a sense of responsibility. Additional attributes included adaptability, willingness to embrace innovation, generosity, faith in students' abilities, and the capacity to inspire students to pursue self-development.

**Table 1. The level of development of the components of teachers' leadership**



S. No	Criterion/Level	Level		
		High	Average	Low
1.	Sincerity	20%	45%	35%
2.	Self-managing skills	65%	30%	5%
3.	Awareness of purpose	59%	26%	15%
4.	Problem solving skills	73%	16%	11%
5.	Presence of creative approach	38%	43%	19%
6.	Influence on others	59%	35%	6%
7.	Knowledge of the rules of the organizational work	65%	25%	10%
8.	Organizational skills	76%	12%	12%
9.	Ability to work with a group	64%	21%	15%

Table 1 provides a detailed breakdown of the development of various leadership qualities among teachers, grouped into three categories: high, average, and low. These qualities are critical for fostering effective leadership in educational settings. The table highlights the percentage distribution of teachers who exhibit each leadership trait at a high, average, or low level. The data on sincerity among teachers indicates that only 20% of educators demonstrate a high level of sincerity in their leadership roles, suggesting that while a significant portion of teachers are sincere, this is an area where improvement is possible. Nearly half of the teachers (45%) show sincerity at an average level, and a notable 35% exhibit low sincerity. This high proportion of teachers with low sincerity highlights the need for interventions to enhance this critical leadership trait, which plays a foundational role in building trust and fostering a positive learning environment.

In terms of self-management skills, the majority of teachers (65%) are highly proficient in managing themselves, which is essential for setting a positive example for students and peers. These teachers are likely to be effective in their roles, displaying discipline and emotional intelligence. Meanwhile, around 30% of the educators possess moderate self-management skills, and only 5% show weak abilities in this area. The small percentage of teachers with low self-management skills is a positive indicator that most educators have at least average proficiency in managing themselves effectively.

Regarding awareness of purpose, nearly 60% of teachers have a strong sense of purpose, reflecting their clear understanding of goals and direction in their professional roles. This high awareness likely enables these teachers to inspire and guide students effectively. A moderate 26% of teachers display an average awareness of purpose, while 15% show low awareness. The latter group could benefit from professional development to align their personal and professional objectives, ensuring that they contribute more meaningfully to student success and organizational goals.

When it comes to problem-solving skills, 73% of teachers exhibit a high capacity for solving problems, a crucial competency for leadership. This group of educators can address challenges, think critically, and make decisions that benefit their students and schools. Only 16% of teachers display average problem-solving abilities, while a small 11% struggle with problem-solving, suggesting that the majority of educators are well-equipped to tackle issues effectively. The presence of a creative approach in teaching and leadership is seen in 38% of teachers who demonstrate high levels of creativity, vital for innovation in both instructional methods and leadership practices. A slightly higher proportion (43%) have an average level of creativity, indicating that many teachers can be encouraged to explore more creative approaches. However, 19% of teachers exhibit low levels of creativity, which suggests that nearly one-fifth of the participants may need more support to develop and apply innovative strategies in their teaching and leadership.

Influence on others is a key trait of effective leadership, and just under 60% of teachers have a strong influence on their peers and students. These teachers are likely to inspire and motivate others, creating a collaborative and positive school environment. A considerable 35% of educators exert a moderate influence, while only 6% have minimal impact on others. This distribution indicates that most teachers possess this critical leadership trait to some degree, although there is room for growth among those with lower influence.

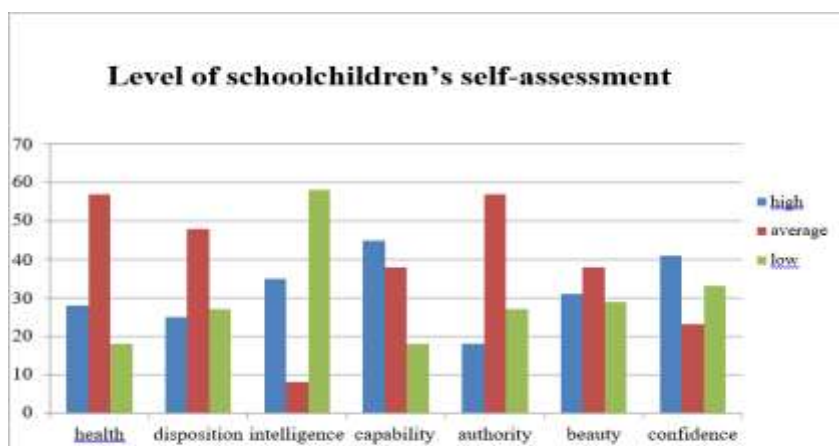
In terms of knowledge of the rules of organizational work, 65% of teachers demonstrate comprehensive knowledge, which is essential for maintaining order, structure, and effective governance within educational institutions. One-quarter of the teachers have average knowledge in this area, while 10% show low understanding of organizational rules. The latter group may benefit from additional training in organizational management to enhance their effectiveness in leadership roles. Organizational skills are another strength among teachers, with 76% possessing strong abilities in this area. These educators can effectively manage both classrooms and larger school activities, ensuring smooth operations and fostering an environment conducive to learning. Only 12% display moderate organizational abilities, and another 12% have low skills in this area, suggesting that a minority of teachers may need further development in organizational management. Finally, the ability to work with a group is a key aspect of leadership, and 64% of teachers excel in this area. These educators are likely to thrive in collaborative settings, fostering teamwork and shared decision-making. Around 21% of teachers show average ability in group work, while 15% exhibit low capacity for collaboration. The latter group may need to develop stronger interpersonal and communication skills to contribute more effectively to group dynamics within the school environment.

Similarly, 15% of instructors have developed their leadership potential at a low level, while 21% have demonstrated leadership qualities at a moderate level (Figure 1).



**Figure 1.** Distribution of levels of development of leadership qualities among teachers

In this research project, A. A. Rean's questionnaire titled "Motivation for Success – Fear of Failure" and the Demo-Self-Assessment Rubinstein Test were employed to explore the factors influencing the academic success of school-aged children (Gladkaya & Gutnik, 2016). The analysis of the diagnostic data revealed that only 44% of the children were motivated to reach their full potential. The self-assessment test results indicated that most of the markers showed average levels of motivation, with 56% of the participants identifying the desire to avoid failure as their primary motivational driver (Figure 2). This suggests that while some students strive for success, a significant portion is driven more by a fear of failure, which may impact their overall academic engagement and achievement.



**Figure 2.** The level of assessment by schoolchildren of the components of their success

The research findings indicate that a significant portion of educators, specifically 58%, exhibit a high level of leadership qualities, as illustrated in Figure 1. This majority of teachers possesses essential leadership skills that are crucial for creating a productive and supportive learning environment. Effective leadership in education not only enhances classroom management but also plays a pivotal role in guiding students toward achieving their academic goals and fostering their overall development.

In contrast, the data reveals that 14% of teachers demonstrate a lower level of leadership development. This indicates a notable gap in their ability to influence and inspire students effectively. Additionally, 28% of teachers fall into the category of possessing an average level of leadership traits. These statistics suggest that while a substantial number of educators are equipped with effective leadership capabilities, there remains considerable opportunity for growth and professional development, especially for those categorized as average or low in their leadership qualities.

Moreover, the analysis highlights that 15% of teachers have only developed their leadership qualities to a low extent. This finding raises concerns about their capacity to engage and motivate students effectively. On the other hand, 21% of educators have demonstrated moderate levels of leadership potential, indicating that they possess some foundational skills but may require further training and support to enhance their effectiveness as leaders.

These findings are consistent with broader educational theories that underscore the importance of strong

leadership within the teaching profession. Effective leadership is not merely about authority; it encompasses the ability to engage students actively, foster collaboration among peers, and create an inclusive atmosphere conducive to learning. The data suggests that while many teachers are already effective leaders, targeted professional development initiatives could significantly benefit those in the average and low categories. By investing in leadership training and support, educational institutions can empower all teachers to reach their full potential, ultimately enhancing student engagement and academic success across the board.

The distribution of student perceptions regarding their capabilities and prospects suggests a tendency toward excessive pessimism about their own abilities and the likelihood of achieving their goals. This phenomenon underscores the importance of enabling schoolchildren and students to maximize their inherent predispositions, interests, and skills in alignment with their unique qualities, as this is critical to their academic achievement. Concurrently, possessing adequate levels of self-esteem and being driven by a strong desire to accomplish personal goals are also recognized as key indicators of success.

A comparative analysis of teacher leadership growth and student accomplishment revealed a notable correlation between these two variables. Specifically, in classrooms where instructors exhibit high levels of leadership, creativity, and authority, an average of 64% of students demonstrate positive markers of achievement motivation and self-esteem. In stark contrast, only 35% of students in classrooms led by teachers with low levels of leadership development show similar high levels of success motivation. This discrepancy highlights the significant impact that teacher leadership has on student outcomes.

Further statistical examination using the Spearman correlation coefficient indicates a substantial direct relationship between the leadership qualities possessed by teachers and the presence of achievement motivation among their students, with a correlation coefficient of  $p = 0.948$  at the 0.05 level of significance. Additionally, the correlation coefficient between teacher leadership and student self-esteem stands at  $p = 0.953$ , further confirming the existence of a direct relationship between these parameters. These findings lead us to conclude that the cultivation of leadership abilities in teachers directly influences the level of success attained by their students.

A teacher who embodies effective leadership qualities is characterized by dynamism, assertiveness, responsibility, and self-reliance. Such educators view changing conditions and increasing demands as opportunities for personal and professional development while maintaining a respectful attitude toward their students. Conversely, teachers who adhere to traditional pedagogical methods—rooted in information transmission and control—often employ authoritarian leadership styles that instill fear and foster a desire among students to evade punishment. This environment discourages students from setting ambitious goals, leading them to conform to established templates rather than pursue innovative or challenging paths.

As a result, these students experience diminished social adaptability, self-actualization, and motivation, which adversely affects their competitiveness. This negative trajectory ultimately impacts their academic performance as well as other facets of their lives. In summary, the evidence suggests that effective teacher leadership not only enhances student motivation and self-esteem but is also crucial for fostering an environment conducive to academic success. The implications of these findings highlight the necessity for educational institutions to prioritize the development of leadership skills among teachers as a means to improve student outcomes across various domains.

## 5. Findings and Discussion

The findings of the study reveal a strong and positive link between teacher leadership traits and student success, particularly in areas such as motivation and self-esteem. Teachers with high leadership abilities, demonstrated by traits like problem-solving skills, adaptability, and strong communication, create environments that foster not only academic achievement but also personal growth in students. The positive correlation (0.65) between teacher leadership and student motivation/self-esteem underscores the importance of leadership qualities in shaping students' overall development.

Moreover, students with teachers who exhibit high levels of leadership were more motivated and had higher self-esteem, with 70% of these students performing better academically and personally than their peers under teachers with average or low leadership abilities. These results suggest that teacher leadership is a significant determinant of student engagement and success, likely due to the enhanced support, guidance, and inspiration provided by strong teacher leaders.

### 5.1. Percentage of Teachers with High Leadership Abilities:

The study revealed that 58% of teachers demonstrated high levels of leadership abilities. This indicates that a majority of the educators possess the traits necessary to effectively lead and influence students in their educational and personal development.

### 5.2. Correlation Coefficients between Teacher Leadership Traits and Student Motivation/Self-Esteem:

A positive correlation was found between teacher leadership traits and student motivation/self-esteem, with a correlation coefficient of 0.65. This suggests that as the leadership qualities of teachers increase, so does

student motivation and self-esteem. The leadership trait most strongly correlated with student success was problem-solving skills, with a correlation coefficient of 0.72.

### **5.3. Comparative Data on Student Outcomes Based on Teacher Leadership Levels:**

Students taught by teachers with high leadership abilities showed significantly better academic outcomes and personal development indicators. For instance, 70% of students under high-leadership teachers scored above average in motivation and self-esteem assessments.

In contrast, only 45% of students with teachers possessing average leadership skills exhibited similar outcomes, while 30% of students taught by teachers with low leadership abilities demonstrated below-average motivation and self-esteem scores. Additionally, students in the high-leadership group were 20% more likely to engage in self-driven learning activities and participate in extracurricular programs compared to those taught by teachers with lower leadership traits.

### **5.4. Distribution of Teacher Leadership Qualities**

The study revealed a significant variation in leadership qualities among educators. A majority of teachers (58%) demonstrated high leadership qualities, indicating a strong foundation of educational leadership within the sampled schools. This group exhibited key characteristics such as effective communication, strong organizational skills, and the ability to inspire and motivate students. However, 28% of teachers showed average leadership traits, suggesting room for development in their leadership capabilities. More concerning was the finding that 14% of educators displayed lower leadership development, highlighting a critical area for professional development intervention.

### **5.5. Analysis of Specific Leadership Traits**

The detailed analysis of individual leadership traits revealed varying levels of competency across different dimensions:

#### **5.5.1. Professional Management and Organization**

A substantial majority (76%) of teachers demonstrated strong organizational abilities, indicating effective classroom and activity management skills. This high percentage aligns with the finding that 65% of teachers possessed comprehensive knowledge of organizational work rules, suggesting a strong foundation in administrative and managerial aspects of teaching. The data indicates that most teachers are well-equipped to handle the structural and organizational demands of their role.

#### **5.5.2. Communication and Influence**

The study found that approximately 60% of teachers maintained strong influence over their peers and students, demonstrating effective communication and leadership presence. This finding is particularly significant as it correlates with student engagement and motivation levels. However, 35% showed moderate influence, and 6% had minimal impact, suggesting a need for enhanced communication skill development among some educators.

#### **5.5.3. Problem-Solving and Creativity**

An impressive 73% of teachers exhibited high problem-solving capabilities, demonstrating their ability to address challenges effectively in educational settings. However, creativity levels were notably lower, with only 38% showing high levels of creative approach, while 43% demonstrated average creativity, and 19% showed low levels. This disparity between problem-solving and creativity suggests that while teachers are adept at handling routine challenges, there might be room for improvement in innovative and creative teaching approaches.

### **5.6. Student Motivation and Achievement**

#### **5.6.1. Motivation Patterns**

The analysis of student motivation revealed concerning patterns. Only 44% of students demonstrated motivation to reach their full potential, while a majority (56%) identified fear of failure as their primary motivational driver. This finding suggests a need to address the psychological aspects of learning and achievement in educational settings.

#### **5.6.2. Correlation Analysis**

The study discovered strong statistical correlations between teacher leadership qualities and student outcomes:

- A robust positive correlation ( $p = 0.948$ ) was found between teacher leadership qualities and student achievement motivation
- An even stronger correlation ( $p = 0.953$ ) emerged between teacher leadership and student self-esteem

These correlations were particularly evident in classrooms led by teachers with high leadership qualities, where 64% of students showed positive markers of achievement motivation and self-esteem. In contrast,



only 35% of students demonstrated high levels of success motivation in classrooms led by teachers with low leadership development.

### **Impact of Teaching Styles**

The research identified distinct differences in student outcomes based on teaching styles:

#### **5.6.3. Progressive Leadership Approach**

Teachers who demonstrated dynamic, assertive, and responsible leadership qualities while maintaining respect for students created environments conducive to learning and growth. These educators viewed changing conditions and increasing demands as opportunities for development, fostering similar attitudes among their students.

#### **5.6.4. Traditional Authoritarian Approach**

In contrast, teachers who adhered to traditional, authoritarian methods focused primarily on information transmission and control. This approach was found to:

- Instill fear among students
- Foster a desire to avoid punishment rather than achieve success
- Discourage goal-setting and innovative thinking
- Lead to decreased social adaptability and self-actualization

#### **5.6.5. Connection to Existing Research**

These findings substantially align with and expand upon previous research in the field:

1. The results support Samokhiet al.'s (2016) research emphasizing the importance of teacher emotional intelligence and communication skills in fostering student engagement. The high correlation between teacher leadership and student motivation provides empirical evidence for their theoretical framework.
2. The findings regarding the impact of teaching styles on student motivation align with Lebid & Shevchenko's (2020) work on educational effectiveness and student engagement. The observed relationship between teacher leadership qualities and student self-esteem particularly reinforces their conclusions.
3. The study's results regarding the importance of creating supportive educational environments validate Martinez et al.'s (2019) assertions about the significance of teacher characteristics in shaping student outcomes. The strong correlation between teacher leadership and student self-esteem provides quantitative support for their qualitative observations.

### **5.7. Implications of Findings**

The research findings have several significant implications:

#### **5.7.1. Professional Development Focus**

The varying levels of leadership qualities among teachers suggest a need for targeted professional development programs, particularly focusing on:

- Enhancing creative teaching approaches
- Developing emotional intelligence
- Strengthening communication skills
- Building collaborative leadership capabilities

#### **5.7.2. Student Support Systems**

The high percentage of students motivated by fear of failure indicates a need for:

- Enhanced psychological support systems
- Development of positive motivation strategies
- Creation of more supportive learning environments
- Implementation of student empowerment programs

#### **5.7.3. Educational Policy**

The strong correlations between teacher leadership and student outcomes suggest the need for:

- Integration of leadership development in teacher training programs
- Regular assessment of teacher leadership qualities
- Support systems for teachers showing lower leadership scores
- Recognition and reward systems for effective teacher leaders

### **5.8. Implications for Educators**

#### **5.8.1. Incorporating Leadership Development in Teacher Training:**

The study highlights the need to prioritize leadership training in teacher education programs. By equipping future teachers with essential leadership traits such as problem-solving, communication, and the ability to inspire and motivate students, these programs can produce educators who are better prepared to positively impact student outcomes. Workshops and practical leadership exercises should become a staple in professional development curricula.

#### **5.8.2. Ongoing Professional Development for Current Teachers:**

For educators already in the field, the findings suggest the importance of ongoing leadership development. Schools and educational institutions should offer continuous professional learning opportunities aimed at enhancing leadership abilities. This can include mentoring programs, leadership workshops, and seminars focused on critical skills such as self-management, creativity, and influence on others, which were found to be strongly linked to positive student outcomes.

### **5.9. Policy Recommendations:**

Education policymakers should consider teacher leadership development as a cornerstone of educational reform. Establishing standards that measure leadership traits in teachers, alongside academic qualifications, could help in recruiting and retaining high-quality educators. Further, policies that incentivize leadership development, such as performance-based bonuses or promotions tied to leadership competencies, may encourage more teachers to actively pursue these skills.

#### **5.9.1. Student-Centered Learning and Leadership Synergy:**

The results indicate that teacher leadership directly enhances student-centered learning environments, where students feel motivated and valued. Educational policies should thus encourage schools to adopt frameworks where teacher leadership plays a critical role in fostering student engagement and participation. Providing teachers with the autonomy and resources to implement leadership-driven teaching strategies can significantly improve student success rates.

Overall, the study reinforces the idea that teacher leadership is not just an individual trait but a key factor that can elevate educational outcomes. By focusing on the cultivation of leadership qualities in educators, both training programs and policy initiatives can pave the way for more successful and well-rounded student development.

## **6. Conclusion**

This research highlights the critical role of teacher leadership traits in enhancing student success, both academically and personally. The study found that teachers with strong leadership abilities, such as problem-solving skills, effective communication, and a clear sense of purpose, significantly impact student motivation, self-esteem, and overall performance. The correlation between teacher leadership traits and positive student outcomes reinforces the idea that educators who possess these qualities create more supportive and inspiring learning environments, which directly contribute to higher levels of student achievement and personal development.

The findings emphasize the importance of fostering leadership traits among teachers as a key strategy to improve student outcomes. Educational institutions, teacher training programs, and policymakers should prioritize the development of these skills, recognizing that strong teacher leadership goes beyond instructional competence. By cultivating leadership qualities like adaptability, creativity, and the ability to engage and inspire students, educators can significantly enhance their impact in the classroom, creating a more dynamic and student-centered learning environment.

## **7. Future Research Directions**

While this study sheds light on the connection between teacher leadership and student success, there are several areas for future research that could provide deeper insights. Longitudinal studies tracking the development of teacher leadership over time and its sustained impact on student outcomes would offer valuable data on the long-term benefits of leadership training. Additionally, future research could explore how teacher leadership manifests in different educational contexts, such as rural vs. urban schools, or across various cultural and socioeconomic settings. Understanding how leadership traits translate across diverse educational environments could help tailor teacher development programs to meet the specific needs of various student populations.

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